

Waste-related mini-grant information

Sponsored by:

University of Northern Iowa Center for Energy and Environmental Education
Iowa Department of Natural Resources Solid Waste Alternatives Program

Who is eligible? 2-12th grade classrooms in Iowa

When are the deadlines? *First round:* November 19, 2004 *Second round:* January 31, 2005 E-mail or mail your application by either date. E-mail is preferred. We will notify you that your application has been received. **E-mail:** salterberg@uni.edu with subject line "mini-grant application/your school's name." **Mail:** Susan Salterberg, 12637 Keystone Ave., Birmingham, IA 52535. *Applicants not receiving funding in November will automatically be put in the pool for the second round. Reviewers may contact some applicants to offer recommendations on creating more competitive application(s).*

How much money is available? Up to \$200/project

When must the projects and final reports be completed? April 30, 2005

What projects will be most competitive?

Well-planned projects that:

- Involve the local community.
- Emphasize waste reduction, reuse, and/or recycling, in that order.
- Reflect a high level of student involvement in the actual project and also at least one student's involvement in the application process. (i.e., younger students may provide drawings of the activities planned or letters of support to accompany the teacher's application. Older students can write applications, with a letter from the teacher providing any supplemental information from the educator's perspective.)

What is funded: Tangible items needed for the project, and/or transportation costs. Equipment will be considered on a case-by-case basis. Salaries will not be funded.

Contact for information: Susan Salterberg, 319-498-4516 or salterberg@uni.edu

What are examples of eligible projects? (Note: These are only examples. Other ideas are welcomed and encouraged.)

- **Oral history research and reporting**—Students interview elderly citizens about their memories and lifestyles, possibly helping them compile personal histories to give as gifts. Discuss what trends students found related to waste in the past and write a story for the local newspaper. Students may also report on the entire project, taking photos of peers and elderly, and publish that in the paper.
- **Conduct waste audits**—These can be performed within the school as well as in the community. This may involve examining one or more companies' trash, weighing recyclable materials, and noting potential waste reduction opportunities. Students present their findings to the school/company and propose action steps.

- ***Letter-writing campaign***—Is there a current issue facing the city council or the state legislature related to waste reduction issues, or is there one students want to bring to policy-makers' attention (such as encouraging a burn ban)? Letters could be written to the leaders, and for the local paper.
- ***Composting***—Compost school waste and then use the soil to plant native grasses in a community park.
- ***Monitor an illegal dump site***—Collect data at one illegal dump site, clean up the site, plant flowers or create signage to discourage illegal dumping, and write letters to the legislators.
- ***TV-Free week***—Learn more about TV's influence on spending and waste generation by sponsoring a community-wide or classroom-wide TV-Free Week. Discuss activities that replaced the TV during the week, and research/analyze advertising's impact. Do students think it impacts waste generation? Why or why not? Cover the project and publicize the results in the paper.
- ***Anti-car idling campaign***—Parents often leave their motors running while waiting for their children to come out of the school, wasting money, gasoline and generating pollution. An education campaign at the local elementary or middle school could reduce this.
- ***Conduct a Drive for Supplies***—Coordinate a collection for used, but usable, school supplies; learn about reuse; and donate the products to a program for those in need.

Evaluation criteria: Mini-grants will be evaluated as follows--

- 1) Completed each section as requested on application form, including student input (10 pts.)
- 2) Does the school indicate plans to inform and/or work with their local solid waste agency? (There is no requirement to work with them, but at a minimum they should be informed of the project.) (5 pts.)
- 3) Is this a well-defined and achievable project? (75 pts.)
 - a. Is there community involvement to the project?
 - b. Emphasize waste reduction, reuse, and/or recycling (in that order)?
 - c. Reflect student involvement?
- 4) Level of other financial commitment (in addition to mini-grant funds)? (5 pts.)
- 5) Is the teacher participating in the Spring 2004 *Waste Reduction: Addressing the Overlooked "R"* graduate credit workshop offered by the University of Northern Iowa? (For more information about this course, contact the instructor, Susan Salterberg, at salterberg@uni.edu or 319-498-4516.) (5 pts.)

Waste-related mini-grant application form

Please copy the following bold headings, and then provide the information needed below each heading. Be sure to answer all questions. Your application does not need to be long or fancy. Maximum length: 3 pages. (Application also available at www.iowaee.org/Educator.html.)

Project title:

Principal's name, name of school, and address of school:

Name and grade of student(s) making this request:

Teacher's name, home address, phone, and e-mail address:

Amount requested:

Will you contact your local solid waste agency to inform them of the project and/or get their assistance? If so, who is your local contact?

Describe your waste-related project:

What activities do you plan to do and when?

How does your project involve your community?

How does your project emphasize waste reduction, reuse and/or recycling (in that order)?

How does your project involve students?

Describe your project budget:

How much money will you need for your total project (i.e., are you getting support from others in your community? If so, tell us about it.)?

Exactly how do you plan to use the funds you are requesting?

If you are a grant recipient, you will receive half of the funds at the beginning of the project, and half upon submittal of a final, complete report (including photos and story). If this will not work for your school, please explain.

Success (Photos and story/report are required):

Who will take pictures of project activities and tell us the story of your success?

When will we receive these photos and your success story?

Is the classroom teacher participating in the Spring 2004 Waste Reduction:

Addressing the Overlooked "R" graduate credit workshop offered by the

University of Northern Iowa? (NOTE: This is *not* a requirement for mini-grant funding.

However, applications from classes with teachers enrolled will be slightly more competitive. **ALL classrooms are encouraged to apply.** For more information about the UNI course, contact the instructor, Susan Salterberg, at salterberg@uni.edu or 319-498-4516.)